

**TRADITIONAL GAMES TO
FOSTER YOUTH CIVIC
ENGAGEMENT**

JUVENTAS



**TRAINING
FORMAT**



Co-funded by
the European Union

JUVENTAS Project Overview

Erasmus-YOUTH-2024-CB

Project number: 101181272

JUVENTAS Traditional games to foster youth civic engagement' is a 24-month Erasmus+ Capacity Building project that brings together partners from the EU and MENA regions to enhance youth civic participation through innovative non-formal education tools. It promotes inclusive societies by equipping youth professionals with methodologies inspired by traditional games, fostering critical thinking, intercultural dialogue, and active involvement in civil society.

General Objectives

- To empower youth workers and trainers by introducing innovative NFE methodologies rooted in traditional games.
- To increase youth civic engagement through volunteering and cultural heritage promotion.
- To run a transnational EU-MENA campaign to recruit and train young civic ambassadors.

Note on the testing phase

As specified in Deliverable D2.2 of the JUVENTAS project proposal, the Training Format developed under WP2 will be piloted through a **five-day training course** involving youth workers and educators from all partner organizations. This piloting phase will serve to test, validate, and refine the educational modules before their finalization and wider dissemination.

Methodological Note

As clearly outlined in the JUVENTAS proposal, WP2 is grounded in the use of Non-Formal Education (NFE) methodologies. The project emphasizes interactive, inclusive, and learner-





Co-funded by
the European Union

centered approaches that engage youth workers and educators in developing and applying civic values through traditional games.

Methodology NON-FORMAL EDUCATION (NFE)

To ensure the development of individuals in a changing and interconnected world, **it is essential to have access to training opportunities** that enable the acquisition, development and functional maintenance of the competences necessary to enhance personal and professional aspirations.¹

Non-formal education (NFE) refers to any educational action that occurs outside of conventional or formal learning contexts but within a framework of some type.² It is typically defined within an education spectrum that incorporates how it relates to formal education and Informal learning.

- **Formal education** corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It encompasses the formal education system, including vocational and university education, and it culminates in the achievement of a recognised certification, diploma, degree or professional qualification.
- **Informal learning** occurs whether or not there is a deliberate choice and is realised in the performance of activities in everyday situations and interactions that take place. It is without external support and is not institutionalised and occurs within the context of work, family and leisure.
- **Non-formal education** and learning is characterised by a deliberate engagement of a person, in any organisation which provides purposeful education and training, even volunteering, civil service, private social service and in enterprises. Non-formal education is any type of structured and organised learning which is intentional and planned by an educational provider, but which does not lead to formal qualifications recognised by the relevant national education authorities.

NFE is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a

¹ [Asunción Manzanares Moya, Non-formal training and lifelong learning, 2021](#)

² [Council of Europe, COMPASS Manual for human rights education with young people, 2020](#)



Co-funded by
the European Union

continuously changing environment. Generally, the most consistent part of non-formal education is carried out by non-governmental organisations involved in community and youth work. Non-Formal Education is the outcome of deliberate effort and arises from the learner's conscious decision to acquire and master a certain activity, skill, or area of knowledge. It does not require an external accreditation or assessment, and it does not follow a defined syllabus.

Also, the educative processes promoted by NFE supports the development of flexible curricula and methodologies, capable of adapting to the needs and interests of participants, for which time is not a pre-established factor but is contingent upon their work pace. This means that NF learning includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities.³

Young/Adult learning refers to the idea that adults (18 years or older) engage in learning activities to acquire more knowledge and skills for professional and personal life. Adult education can be part of a *formal* education system, vocational training, or course to obtain a degree. **Non-formal adult education** includes all forms of structured learning activities other than formal education systems. *Informal adult learning*, on the other end, includes all learning activities of adult life that take place in an unstructured way.

The objective of non-formal adult education is, by taking a point of departure in the courses and activities, to **increase** the individual's general and academic insight and skills and enhance the ability and desire to take responsibility for their own life, as well as taking an active and engaged part in society.

The desire to learn is the key competency of the future. It is therefore important that the non-formal adult education sector is in tune with using and further developing its obvious potential to create and strengthen the motivation for people to learn.

In their research, Pedersen and Elsborg discovered five key elements of non-formal adult education, that also motivate the desire to learn:⁴

- The insistence on meeting the participant at eye level and relating to them as a resourceful player
- An energizing social setting for action

³ Edustorytelling I Guide, 2022

⁴ [Elsborg, S., Pedersen, S., *Non-formal adult education and motivation for life-long learning*, 2013](#)



Co-funded by
the European Union

- Flexible and targeted preparation of the content
- Active interaction between teaching and counselling
- Focus on both process of education and development.



Co-funded by
the European Union

JUVENTAS Training Format

MODULE 1 Fair Play C Cooperation

Playing Fair, Acting Together

Partner: MV International





Co-funded by
the European Union

Trainer's Role

This module is part of the JUVENTAS training format for youth workers and educators. It is designed to develop the core values of Fair Play and Cooperation through Non-Formal Education (NFE) methodology. The activities aim to build interpersonal trust, collective problem solving, and an understanding of equity in group dynamics.

Learning Objectives

- Foster participants' understanding of fair play as a civic value.
- Enhance cooperation skills in team-based and intercultural contexts.
- Encourage reflection on group dynamics and inclusiveness.



Co-funded by
the European Union

Icebreaker Activity <i>The Line of Fairness</i>	
Learning Objectives:	Explore personal perceptions of fairness and how they differ among individuals.
Duration:	30 minutes
Materials needed:	Rope or tape to make a line
Preparation:	Prepare 10 or more statements such as: It's fair to give everyone the same. or It's fair to help those with fewer chances.
Description:	Participants stand in a line in the middle of the room. The trainer reads a statement. If they agree, participants step to the right; if they disagree, to the left. Participants discuss their positions after each statement.
Learn check/ Debriefing:	The trainer asks: What influenced your position? Did you change views by listening to others? What does this tell us about fairness?
Handouts:	List of fairness statements, no need to wastepaper and print them, the facilitator can just read them out loud.
References:	Inspired by SALTO NFE Toolbox Positioning C Value-based Reflection Activities.

Team building Activity <i>The Ethics of Cooperation</i>	
Learning Objectives:	To promote cooperation among participants through a simulation game that challenges their ethical decision making and negotiation abilities.
Duration:	2h
Materials needed:	4 envelopes (one per group) with



Co-funded by
the European Union

	printed mission briefings and symbolic resource cards (colored paper or post- its representing food, water, medicine, energy). A4 papers, posters or a flipchart
Preparation:	Prepare 4 group envelopes with: a mission briefing describing a crisis ex. flood, power outage, epidemic),a set of symbolic resources (the colored cards or post-it), arrange a common negotiation space where groups can meet and exchange
Description:	Participants are divided into 4 humanitarian teams, each representing a different crisis-struck region. Each group receives: a mission card describing the local emergency and needs, symbolic set of resources ex. 2 water cards, 0 food, 1 medicine, etc, specific limitations or objectives ex. must assist 10 people minimum. The teams must develop all together a cooperation strategy to ensure all communities receive minimum essential aid. To succeed, they must negotiate, exchange resources, and balance their decisions. At the end, each team presents its Action Plan to the whole group, justifying decisions and cooperation efforts.
Handouts:	• 4 mission briefings (1 per group) • Resource cards
References:	Inspired by <i>Compass Manual Simulation Games</i> and <i>SALTO Toolbox</i>



Co-funded by
the European Union

	<i>Role-play Activities</i>
--	-----------------------------

Main Activity <i>Tug of War</i>	
Learning Objectives:	Develop cooperation skills, teamwork, and an understanding of fairness in a sport-based game.
Duration:	30-45 minutes
Materials needed:	A long rope
Preparation:	A long rope, a spacious area for groups to participate.
Description:	Divide the participants into equal groups. Each group will stand facing each other and pull the rope in one direction. The group that manages to pull the rope past a pre-determined line will win. After the game, the facilitator can lead a discussion about the spirit of fairness, cooperation, and respect for opponents in sports.



Co-funded by
the European Union

Feedback/Evaluation

Ask questions such as: "What made your team successful?", "Were there any instances of unfairness in the game?", "How did you feel cooperating with other members of your team?"



Co-funded by
the European Union

Annex 1: Materials and Handouts Module 1

Icebreaker Activity

Materials:

- Rope or tape to mark a line on the floor

Fairness Statements (examples):

- It's fair to give everyone the same.
- It's fair to help those with fewer chances.
- It's fair to reward effort over need.
- It's unfair to treat everyone equally if their needs differ.
- It's fair to treat people differently based on context.
- It's fair to punish mistakes harshly.
- Everyone deserves the same second chance.
- People should earn their place through competition.
- It's fair to prioritize the vulnerable.
- Life is not fair, and that's okay.

Team Building Activity

Materials:

Mission Briefings

Team A Coastal Flood Crisis

Your region has been affected by severe coastal flooding. Drinking water is contaminated, and access to food and medicine is limited. You must deliver basic aid to 100 people, but you only have limited water and medicine. You cannot give away your medical supplies due to local restrictions.



Co-funded by
the European Union

Team B Epidemic Outbreak

A viral epidemic has spread through your region. People need urgent access to clean water and medicine. Your medical stock is low, and you lack food. Your goal is to reduce disease spread and treat at least 80 patients. You are not allowed to accept more than 2 food units.

Team C Power Outage Emergency

A massive power outage has disabled your communication and supply systems. While food and water are available, you lack the means to preserve them. You need energy units and medicine to stabilize the area. You must avoid overloading your grid (no more than 2 energy units).

Team D Drought and Resource Scarcity

Your region is facing extreme drought. There is an urgent need for water and food. You currently have medicine and radios but no food or water. Your mission is to reach 60 families with basic aid. You must retain at least 1 communication device.

Resource Cards

Use colored paper to represent each resource category.

Water (Blue)

Food (Red)

Medicine (Green)

Energy / Communication (Yellow)

Each group receives a limited set according to their mission.

Final Action Plan Template

Each team completes the following plan after negotiations:

1. Crisis Region: _____
2. Mission Summary: _____
3. Resources Received:
 - Water: ____ units
 - Food: ____ units
 - Medicine: ____ units
 - Energy: ____ units
4. Cooperation Summary:
 - Groups we collaborated with: _____
 - Main agreements: _____



Co-funded by
the European Union

5. Ethical Reflections:

Were your original needs met?

Did your team sacrifice or compromise?

What would you do differently?

Main Activity

Materials:

- One long rope



Co-funded by
the European Union

JUVENTAS Training Format

MODULE 2 Cultural Heritage

Cultural Heritage in action

Partner: MV International





Co-funded by
the European Union

Trainer's Role

This module is part of the JUVENTAS training format for youth workers and educators. It is designed to develop the core values of Cultural Heritage through Non-Formal Education (NFE) methodology.

Learning Objectives

- Stimulate awareness of cultural heritage as a civic and identity value.
- Promote intercultural dialogue and appreciation of diversity.
- Develop critical and collaborative skills in recognizing shared heritage.



Co-funded by
the European Union

Icebreaker Activity <i>Memory Map</i>	
Learning Objectives:	Create and share emotional engagement with cultural roots and stimulate reflections on the meaning of cultural heritage.
Duration:	30 minutes
Materials needed:	Large printed or projected world map, sticky notes, markers.
Preparation:	Prepare a large world map and distribute sticky notes and markers.
Description:	Each participant writes a memory linked to a local tradition or festivity on a post-it and places it on the map in the corresponding region. Everyone shares their memory. It does not necessarily need to be a memory or cultural tradition from the partners countries.
Learn check/ Debriefing:	Share the memory/experience previously written and discuss on what makes a tradition part of our cultural heritage
Handouts:	No one
References:	Inspired by SALTO non-formal learning mapping exercises.



Co-funded by
the European Union

Team Building Activity <i>Cultural Expedition</i>	
Learning Objectives:	Foster intercultural awareness and empathy through storytelling
Duration:	75 minutes
Materials needed:	Scenario cards (1 per team) Cultural clue cards (mix of facts, customs, quotes, dates) Envelopes for clues Flipchart paper and markers
Preparation:	Create 4 scenario cards like “You are preparing a youth exchange in Poland and must understand cultural sensitivities before arrival”. Prepare a set of 12 clue cards per scenario, some more accurate
Description:	Participants are divided into teams and receive an envelope with a mission scenario and a set of cultural clues. Their task is to: 1. Analyze the clues and select the most relevant for their scenario 2. Prepare a “Cultural Brief” a visual or written guide to help other youth workers navigate cultural nuances in that context 3. Present their brief creatively through posters, or just by explaining it
Learn check/ Debriefing:	Did your perception of the culture change during the process? What role does cultural literacy play in your work with young people?



Co-funded by
the European Union

Handouts:	• Scenario cards • Cultural clue cards • Flipchart paper and markers
References:	Inspired by Compass Manual's intercultural simulation "Where Do You Stand?" and SALTO's "Living Library" and "Culture Puzzle" models

Main Activity <i>Ball Catching Game</i>	
Learning Objectives:	Enhance reflexes, agility, and coordination between team members..
Duration:	20-30 minutes
Materials needed:	A long rope and one soft ball
Preparation:	A ball (or a lightweight substitute), a spacious area.
Description:	Divide the participants into small groups, each group will pass the ball to each other without dropping it. The game requires quick and accurate coordination, while also providing an opportunity for participants to work together as a team. After the game, we will discuss the importance of teamwork and fairness in team-based games.
Feedback/Evaluation	Participants can share the challenges their team faced during the game and how they overcame them.



Co-funded by
the European Union

Conclusive Activity <i>Heritage Tree</i>	
Learning Objectives:	Synthesize insights on cultural heritage and shared values. Foster group cohesion through shared creative output.
Duration:	30 minutes
Materials needed:	One Poster and markers or pens
Preparation:	Prepare one large paper (as an optional it can be shaped like a tree)
Description:	Participants write or draw one symbol, memory, or learning they associate with cultural heritage. These are added as leaves to the collective tree.
Learn check/ Debriefing:	Discuss which elements appeared more frequently.
Handouts:	None



Co-funded by
the European Union

ANNEX 2: Materials and Handouts for Module 2

Icebreaker Activity

Materials:

- Printed map of the world.
- Markers

Team Building Activity

Materials:

Scenario Cards

Scenario 1: You are organizing a youth exchange in Morocco. Prepare a cultural brief to ensure respectful and inclusive behavior from participants.

Scenario 2: You are planning a collaborative workshop in Italy. Your goal is to build an activity that aligns with the local customs and values.

Scenario 3: You are visiting Poland for a youth partnership event. Prepare your team to understand basic cultural do's and don'ts.

Scenario 4: You are preparing to host Egyptian youth in your country. You must brief your colleagues on cultural sensitivity and hospitality expectations.

Cultural Clue Cards

- Each team receives a set of the following clue cards (some are accurate, some misleading):
- Giving something with your left hand is disrespectful in many cultures
- All Mediterranean countries follow the same etiquette rules
- In Egypt, punctuality is strict and delays are considered disrespectful
- In Italy, meals are a social ritual and part of hospitality
- It's okay to point with your feet in any culture
- Polish people greet each other with three kisses on the cheek
- Hospitality in Morocco often includes tea ceremonies and sharing food
- It's polite in Poland to bring flowers when visiting someone's home
- Cultural identity has no impact on youth participation in civic life
- Avoid discussing politics and religion in intercultural meetings
- Using humor is always appropriate to break the ice, regardless of culture



Co-funded by
the European Union

- Dress codes can vary based on region and context in many countries

Main Activity

Materials:

- One long rope
- One soft ball

Conclusive Activity

Materials:

- One poster paper
- Markers / pens
- Post-it



Co-funded by
the European Union

JUVENTAS Training Format

MODULE 1

Team Bonding & Mutual Understanding

Core Values: Conflict Resolution, Inclusion & Civic Responsibility

Partner: Amicus Society





Co-funded by
the European Union

Trainer's Role

The trainer acts as a facilitator who ensures a safe, inclusive, and energetic environment. Their role is to:

- Guide participants through activities that build trust, empathy, and group cohesion.
- Encourage respectful communication and highlight the importance of active listening.
- Create clear instructions while allowing space for creativity and teamwork.
- Observe group dynamics and support fair play and conflict-free interaction.
- Lead reflections focused on cooperation, respect, and constructive communication.

Learning Objectives

Participants will:

- Strengthen active listening skills and learn to represent others accurately.
- Build mutual trust and empathy through pair-based and group activities.
- Understand the importance of cooperation and respectful communication.
- Develop basic physical coordination through traditional Polish games.
- Practice fair play, teamwork, and collective problem-solving.
- Reflect on how rules influence group dynamics and decision-making.



Co-funded by
the European Union

Icebreaker Activity	
<i>Pair & Present – Listening and Representation Game</i>	
Learning Objectives:	• Strengthen interpersonal trust and comfort in the group • Develop active listening and accurate representation of others • Build empathy and reduce barriers between participants
Duration:	30 minutes
Materials needed:	• Paper sheets • Pens
Preparation:	- Participants count off 1–2 to form pairs - Trainer prepares simple instruction sheets
Description:	1. Participants work in pairs. 2. Person A speaks for 3 minutes about themselves: hobbies, family, passions, something special about them. 3. Person B takes notes. 4. After 3 minutes, roles reverse. 5. Now each person presents their partner to the whole group — not themselves. 6. The goal is accuracy, respect, and attention.
Learn check/ Debriefing:	How did it feel to be represented by someone else? Was it difficult to focus entirely on another person? What surprised you about your partner's story?
Handouts:	Not needed.
References:	Inspired by active listening methods used in Council of Europe's COMPASS Manual for Human Rights Education with Young People.



Co-funded by
the European Union

Team building Activity "four-corners fireball" - Cooperative Variant of "Dwa Ogień" / Cztery Ogień"	
Learning Objectives:	Develop quick decision-making as a team, improve coordination and mutual support, understand fair play and respectful competition. Practice catching (two-handed) and throwing (one-handed) techniques.
Duration:	30-40 minutes
Materials needed:	Volleyball or a soft football, cones or markers to define the field, bibs (or any colored identifiers)
Preparation:	Create a square or rectangular field divided into two or four sections. Classic version: "Dwa Ogień" (Two zones) Extended version: "Cztery Ogień" (four active sides) Assign one captain or outer zone players depending on version.
Description:	Teams stay in their fields. The captain stands behind the enemy line. Players try to eliminate opponents by throwing the ball at them. A caught ball equals immunity plus continuation of play. Eliminated players join the captain and assist in throwing. When all players are eliminated, the captain enters the field and must be hit three times to lose.
Learn check/ Debriefing:	Which strategy worked best for your team? What communication patterns appeared naturally? How did the group handle pressure and competition?
Handouts:	Simple rules, sheet (optional)
References:	Traditional Polish schoolyard games documented in local PE methodologies (Open Source Educational Heritage).



Co-funded by
the European Union

Main Activity <i>“Fair Play Arena” – Cooperative Match Play with Rule Variation</i>	
Learning Objectives:	Explore fairness, respect, and inclusion through physical team games Build resilience and teamwork under dynamic conditions Reflect on how rules shape cooperation and conflict
Duration:	45-65 minutes
Materials needed:	• Ball • Cones • Prepared field layout
Preparation:	Trainer sets 3 progressive rounds: Round 1 – Classic Rules Round 2 – Modified Rules: Everyone must pass at least once before throwing No elimination, only scoring zones Round 3 – Player-designed rules Teams propose 1 new rule each All teams vote on which rule to implement
Description:	Teams play 3 rounds with increasing complexity. After each round: Stop the game Ask teams to evaluate what worked Add or modify rules to increase fairness, teamwork, or fun
Learn check/ Debriefing:	How did rule changes affect group dynamics? Did inclusive rules improve cooperation? What conflicts appeared and how were they solved? How does this activity reflect decision-making in real civic participation?
Handouts:	Rule design sheet Reflection carts
References:	Draws on game-based civic learning models from the Council of Europe’s COMPASS manual.



Co-funded by
the European Union

Annex 1: Materials and Handouts Module 1

Icebreaker Activity – “Pair & Present”

Materials:

- Paper sheets
- Pens or pencils

Handout Template - Partner Profile Sheet

(Participants may use their own paper, but this is the template for trainers)

Partner's Name:

Three key facts about them:

- 1.
- 2.
- 3.

What surprised me or inspired me about my partner:

Team Building Activity – “Four Corners Fireball”

Materials:

- 1 soft volleyball or football
- Cones/markers to outline fields
- Bibs or colored identifiers (optional)

Rules summary handout

Basic Rules:

Catching = safe

Hit = elimination

Eliminated players support from outside

Communication encouraged

Fair play at all times

Team Roles (optional):

Thrower

Catcher

Runner

Field Communicator



Co-funded by
the European Union

Main Activity

Materials:

- Large playing field with cones
- 1 ball
- Rule Design Sheets
- Reflection Cards

Rule Design Sheet (given to teams)

Team Name: _____

New Rule Proposal: _____

Why this rule improves fairness/cooperation: _____

How this rule changes the dynamics: _____

Reflection Cards

(Each team draws 1–2 cards for discussion)

Card Examples:

How did rule changes affect teamwork?

What communication strategy helped your team the most?

Did competitiveness help or harm cooperation?

How did you ensure fairness during the game?

What role did you naturally take in the team?



Co-funded by
the European Union

JUVENTAS Training Format

MODULE 2

Team Strategy , Responsibility & Fair Play

Partner: Amicus Society





Co-funded by
the European Union

Trainer's Role

The trainer acts as a coach and moderator who:

- Introduces participants to Polish traditional games with respect to safety and fair play.
- Ensures that players understand roles, responsibilities, and game mechanics.
- Facilitates strategic thinking and teamwork within a dynamic, competitive environment.
- Supports participants in analysing decisions, managing risks, and reflecting on their choices.
- Encourages responsible behaviour, inclusive participation, and respect between teams.

Learning Objectives

Participants will:

- Learn the fundamental rules, structure, and cultural context of palant.
- Develop responsibility through decision-making during runs, hits, and defensive actions.
- Strengthen teamwork, communication, and coordination within their team.
- Improve strategic thinking by choosing between risk, safety, and team support.
- Understand the concept of fair play and how it applies in high-pressure situations.
- Reflect on how traditional games can teach civic values such as responsibility and cooperation.



Co-funded by
the European Union

Icebreaker Activity <i>Base Runner Relay</i>	
Learning Objectives:	• Activate team energy • Practice quick coordination • Prepare participants for the mechanics of running between bases
Duration:	20 minutes
Materials needed:	Cones to mark mini-bases
Preparation:	Mark the playing area using cones: Start Line ("Heaven") Halfway Line (safety point) End Line ("Hell")
Description:	Participants split into teams and complete a simple running relay around marked bases. Rules resemble simplified palant running: Every runner must touch each base Bonus point for completing the full cycle without stopping Team encourages each runner
Learn check/ Debriefing:	How did the team motivate each runner? Did strategy or speed matter more?
Handouts:	Not needed
References:	Inspired by movement-based warm-ups from SALTO's Non-Formal Energizer Toolkit.



Co-funded by
the European Union

Team Building Activity <i>Palant Basics – Learning the System</i>	
Learning Objectives:	• Learn core mechanics of Polish palant • Practice safe and fair batting • Develop coordination and team division (Heaven vs Hell sides) • Cultivate respect for rules and safety
Duration:	30-45 Minutes
Materials needed:	Bat (wooden or plastic) Medium-size ball Cones for lines: “Heaven”, “Hell”, “Halfway Line”, “Nest”
Preparation:	Trainer sets up: Line of Heaven – where players queue Line of Hell – opposite side Halfway line – middle safety point Nest – semi-circle for the batter



Co-funded by
the European Union

Description:	Players learn how to bat safely (from bottom or top). Trainer demonstrates valid and invalid hits: Must cross halfway line or roll past it Practice mini-runs: Heaven → Hell → Heaven Discuss “burning” scenarios: Missed hit Ball crossing halfway before runner reaches base Being hit by the ball Discuss “saving” teammates by completing runs.
Learn check/ Debriefing:	What is most challenging about timing and risk? How did the team coordinate runs? What values does palant teach about responsibility and choices?
Handouts:	Palant rules summary
References:	Applies skill-development sequencing from SALTO’s Cooperation and Group Building Games.



Co-funded by
the European Union

Main Activity <i>Palant – Full Match Simulation</i>	
Learning Objectives:	Experience a full traditional Polish team game Build strategic thinking and collective decision-making Strengthen physical cooperation and moral responsibility Apply Fair Play principles under competitive pressure
Duration:	60-75 minutes
Materials needed:	Bat Ball Cones Field marking plan
Preparation:	Mark the complete palant field using cones or tape: Line of "Heaven" – starting line for batters Line of "Hell" – opposite line, final target Halfway Line (Midline) – safety point Nest ("Gniazdo") – semi-circle batting zone attached to the Heaven line Ensure that the running route (Heaven → Hell → Heaven) is clearly visible and unobstructed.
Description:	Teams play a full palant game following official-style rules: 1. Heaven team bats and runs 2. Hell team retrieves and throws the ball back 3. Running cycles: Full cycle = 2 points Cycle with stop at halfway line = 1 point 4. Burning rules apply 5. Saving burned players allowed through successful runs 6. Field switch occurs when: Hell catches the ball in the air The bat leaves the nest improperly Heaven team has nobody left behind the line 20 minutes pass without field switch



Co-funded by
the European Union

Learn check/ Debriefing:	Which strategies helped your team progress? Did you choose risk or safety more often? Why? How does this reflect real civic decision-making? What responsibilities did each role carry? How did Fair Play appear during conflicts?
Handouts:	Palant Field Layout Sheet, Rules Summary Sheet, Scenario cards - "Safe Run vs Risk Run" - "Burning Decision Tree", Reflection Cards.
References:	Modeled after regional palant rules preserved in Polish traditional sport literature and open- source educational archives.



Co-funded by
the European Union

ANNEX 2: Materials and Handouts for Module 2

Icebreaker Activity

Materials:

- Cones for marking:
Heaven Line
Halfway Line
Hell Line
- Optional: Whistle or timer

Handout - Running Path Diagram

A simple sketch given to trainers:

[HEAVEN] — (Halfway Line) — [HELL]

With arrows indicating:

Heaven → Hell → Heaven

Team Building Activity

Materials:

Safe bat (wooden, plastic, or foam)
Medium soft ball
Cones for field: Heaven Line, Hell Line, Halfway Line, Nest
Flipchart or printed rule sheet

Handout - Palant Rules Summary

Valid Hit:

- Ball crosses or rolls beyond halfway line

Scoring:

- Full cycle (Heaven → Hell → Heaven) = 2 points
- Cycle with stop halfway = 1 point

Burning (Player Out):

- Missed hit
- Hit goes out before halfway
- Player hit by ball
- Ball crosses halfway before player reaches next safe point

Saving Burned Teammates:

- Any runner completing a full cycle saves one burned teammate

Field Switch Conditions:

- Ball caught in the air
- Bat leaves the nest incorrectly
- No batters remain behind Heaven line
- 20 minutes pass without a switch



Co-funded by
the European Union

Main Activity

Materials:

- Bat
- Ball
- Cones
- Stopwatch
- Score sheet
- Safety guidelines sheet

Handout - Score Tracking Sheet

Team Heaven:

Points per round: _____

Burned players saved: _____

Team Hell:

Points per round: _____

Burned players saved: _____

Special Events:

Caught in the air → field switch

Bat violation

Empty Heaven line

Time-based switch

Handout - Strategy Reflection Sheet

1. What strategy did your team follow?

2. When did you choose safety over risk? Why?

3. What decision changed the course of the game?

4. How did your team communicate during pressure?

5. What civic values does palant teach?



Co-funded by
the European Union

Juventas Training Format

Module1

Dialogue and Respect

Partner: Have a Dream

have a
dream

Ice Breaking Activity - Can you describe it?	
Learning Objectives:	- Recognize how misunderstandings can easily occur even with clear intentions
Duration:	5 mins for explanations + 15 mins of exercise + 5 mins reflecting = 25 mins
Materials needed:	- Set of different images, or drawings. - Paper sheets for the participants, pens, pencils and colors. - screen to show the original image <i>after</i> the drawing phase.
Preparation:	- Prepare 3 images beforehand. Avoid anything too artistic; the aim is for clarity, not skill. - Choose 3 speakers and give each of them the image in a way that no one else can see it but the speaker. - Each speaker and image shouldn't take more than 5 mins.
Description:	- Select the speakers as the <i>Describer</i>, show them the image privately. - Everyone else becomes <i>Drawers</i>, they must draw based only on what the Describer says. - The Describer gives instructions for 2–3 minutes (e.g., "Draw a big triangle in the middle... now put a small circle on top..."). - No one is allowed to ask questions during the first round; they can only listen. - After showing results, do a quick comparison, everyone holds up their drawings and sees how much it is different from the original. - On the next Round, the drawers can ask 2 questions only during the round. - On the third round, they can ask up to 4 questions - Observe how the process changes and affects the drawings produced in the next rounds.
Learn check/ Debriefing:	The trainer should ask for reflection: - What did you notice while listening? - How did it feel not to be able to ask questions? - What happened when we added two-way communication?
Tips for the Trainer:	- Keep the tone light and humorous — laughter helps learning stick. - Choose a neutral image to avoid cultural confusion (no text, flags, or symbols). - If your group is shy, do the first round yourself before asking for a volunteer.

Handouts:	- No needed Handouts in this activity.
References:	The activity is inspired by Kolb's Experiential Learning Cycle (1984)
Team Building Activity - Tallest Tower	
Learning Objectives:	Participants should communicate with each other and find out a way for how they make the tallest tower of the existing materials. In this process they will learn: - How to communicate in a big group and think critically - Problem solving and cooperation skills
Duration:	5 mins for explanations + 30 Mins activities + 10 mins checking and reflection = 45 Mins total
Materials needed:	The materials used should be random but from the daily basis, this is a list for suggestions: • Spoon, pens, straws, tape, Newspaper, bricks (Lego), Aluminum Foil, Glue, craft sticks, uncooked spaghetti, marshmallow ... etc. The list is open for the trainers to add more. However, make sure that you include materials for structuring and others as connectors. There is supposed to be a test item, like a small ball (ex: squash ball) to put on the top of the tower.
Preparation:	Logistics and materials should be organized before the start of the session. The trainer needs to check and secure: • Secure Building Materials: ○ Main Structure item box ○ Connectors box ○ The Constraint item. • Divide all building materials into individual kits or piles, one for each team. It is crucial to limit the quantity (ex, 20 sticks, 50 strands of spaghetti, 15 marshmallows, 1 meter of tape) to encourage efficiency. • A visible timer (stopwatch on a phone or large clock) to track the build and debriefing time. • A tape measure to accurately determine the height of the structures at the end. • Ensure that each team has a table. • A printed or digitally displayed copy of the Official Rules and Scoring

Description:	This is a team-based challenge designed to test creative problem-solving, planning, and effective communication. The objective is for teams to build the tallest possible free-standing structure that can support a single marshmallow on top. Instructions for Trainers: 1. Divide the total group into teams of 3 to 5 participants. Assign each team a table with a box of materials. 2. Provide each team with an identical kit of materials (e.g., spaghetti, tape, marshmallows). Emphasize the constraint: they must use only the materials provided in their kit. 3. The task is to build the tallest structure that meets the following criteria: ○ It cannot be held by any team member or attached to the table, ceiling, or walls. ○ Must Support the connectors provided: The entire, whole connector item must be placed on the highest point of the structure. ○ Timer Starts Now: You have 30 minutes to complete your structure. ○ No one work solely; it must be upon discussion and agreement from the team working together. 4. The trainer will call out time updates. 5. When the time is called, all hands must immediately move away from the structure. 6. Each team will place the test item (the "crown") on top of their structure. The structure must remain standing for at least 5 seconds after it is placed. If it collapses, the team is disqualified. 7. The trainer will measure the height from the table surface to the highest point of the structure (usually the top of the crown). The team with the greatest height wins.
Learn check/ Debriefing:	The trainer should ask for reflection: - What approach did your team take? How were you doing the conversation going? - Did you plan first, or did you start building immediately? - How were roles assigned within your team? Did everyone contribute to the final design? - What was the biggest conflict or disagreement, and how did you resolve it under time pressure? - How is this activity like the challenges we face at work? (e.g., limited budget, tight deadline)

Tips for the Trainer:	- Manage the time well between all the teams. - Make fun competitive vibes but also be supportive. - Don't offer help, you can answer questions about the role but don't give your opinion. - Make the 5-secs role clear for everyone.
Handouts:	Just write on the flip chart the main parts of the activity: - Material and boxes - Time, they have 30 mins - Measurement tool - The 5 seconds role - The tallest free-standing wins.
References:	It was mentioned in one of the Ted talks as a marshmallow challenge: Wujec, T. (2010). Build a tower, build a team (Video). TED Talk.

World Café - Dialogue and Respect Main Activity

Learning Objectives:	The activity is designed for participants to explore how dialogues can be run in different contexts, to practice respect, communication style and how the dynamics can shape the understanding.
Duration:	5 Mins for explanations + 60 mins for exercise + 15 mins for reflecting = 80 mins
Materials needed:	- Table for each team - Two papers on each table; one indicates the name of the table (Rule of discussion), and the other one is the questions. - Paper and pen to write their insights, key ideas or main observations.
Preparation:	- The Trainer should: - Revise the questions before they start the activity - Divide the participants into groups, each group has 4 to 6 participants. - There should be observer with the facilitator to check how the conversation goes at each table. - Ensure that each table knows the role of their conversation; however, when people rotate, they should not be introduced to the new rules. - Trainers should switch the questions every two rounds.
Description:	The game should take 4 rounds; each round has 15 mins. This is how it goes: We should have 4 tables at least, they can be more. Each table has a name and it indicates the main rule in the table: 1- Table 1 – "The Empathy Zone"

	Rule: Everyone must start their response by <i>building on</i> what the previous person said (“I see your point, and I think...”). 2- Table 2 – “The Contrarian Café” Rule: Every time someone shares an opinion, the next person must politely disagree (even if they secretly agree) 3- Table 3 – “The Time-Travelers” Rule: Speak <i>as if you’re in a different decade or culture</i>. (e.g., “If we were in the 1960s...” or “Imagine we’re in a future AI-run world...”) 4- Table 5 – “The Optimists’ Table” Rule: Every answer must include something <i>positive or hopeful</i> — even when disagreeing. 5- Table 4 – “The Silent Strategists” (Optional) Rule: No talking for the first 5 minutes — communicate only by writing or drawing on the paper. Then discuss what you understood from the silent phase. Each table should stick to the rules of their table; the trainer says the rule to the people of the table only, not to everyone. The questions change each two rounds and 2 participants rotate each round.
Learn check/ Debriefing:	Trainers should help participants reflect by bringing them all back again and asking them: • How did the conversation go? What surprised you about how different the conversations felt under each rule? • Which table rule helped you connect more deeply? Which one frustrated you? • Did humour, silence, or disagreement change your perspective on the topics? • What did you learn about yourself as a communicator?
Tips for the Trainer:	• Keep energy light — laugh at the absurdity of some rules to model open curiosity. • You can assign a “<i>table host</i>” (someone who stays at the same table each round) to summarize what previous groups discussed. • Observers note emotional or group dynamics to discuss later in the reflection.
Handouts:	The questions should be the handouts which will be given to the participants, they can be changed or more questions added. Here is different set of questions. Set No.1: • What makes a leader truly <i>listen</i>?



Co-funded by
the European Union

	• How can empathy change the outcome of a disagreement? • What's a situation where listening mattered more than being right? Set No.2: • Is being too nice a weakness in leadership? • Can respect sometimes stop honest debate? • Would you rather have a kind leader or a smart leader? Set No.3: • How might leadership look in 2050? • Would respect have a different meaning in another time or place? • How would you define community if there was no social media? Set No. 4: • What gives you hope in how young people lead today? • How can humor make leadership more human? • When was the last time you saw respect make a situation better?
References:	Developing youth work Innovation, Handbook, Future labs project. Website.



Co-funded by
the European Union

Juventas Training Format

Module 2 Leadership Value

Partner: Have a Dream

have a
dream

Ice Breaking Activity -Kahraba (Freeze-tag)	
Learning Objectives:	- Introduce participants to a traditional Egyptian childhood game. - In this activity, the team members should work together and think strategically to foster teamwork, strategic thinking, and quick decision-making so they won't lose.
Duration:	5 mins explanation + 15 mins exercise + 5 mins reflection = 25 mins
Materials needed:	- No materials are needed, only participants need to be in an open space (outdoor or large room) for movement.
Preparation:	- Participants should be divided into two groups; each group will have their time to choose the Electrifying persons and the runners. - Divide participants into two teams. - Each team selects roles: Electrifying People, Assistants, and Runners. - Before they start, teach key expressions: - "Kahraba" to protect themselves. - "Release the plug" to unfreeze teammates. - "Catcha" to announce a successful tag.
Description:	Team Setup and Roles: Each team must designate three roles: ● Electrifying People: Up to 2 persons. Their goal is to catch members of the opposing team. ● Assistants: Up to 2 persons. Their goal is to unfreeze their own runners. ● Runners: The remaining team members. Their goal is to avoid being caught. How to Play 1. The activity starts in a designated large area with all participants walking randomly. 2. The Catch: Electrifying People chases opposing Runner. If they tag the runner and say "Catcha," the runner is out. 3. The Freeze: If the Runner anticipates the catch, they say "Kahrab" (which means "Electric") and freeze in place. The Electrifying Person cannot catch a frozen player. 4. The Unfreeze: An Assistant from the runner's team can unfreeze a frozen runner by tagging them and saying "Release the plug." Once unfrozen, the runner can move again, and the Electrifying Person

	can resume chasing them. 5. The assistant must avoid unfreeze someone who is about to get caught.
Learn check/ Debriefing:	- Trainer asks: - How easy or hard was the game for the group? - Did teams plan any strategies before starting? - What did participants learn about teamwork and communication?
Tips for the Trainer:	- Keep the mood light and humorous; laughter enhances learning. - Encourage the participants to move or even run if the space allows.
Handouts:	- No needed Handouts in this activity.
References:	The activity is inspired by the Traditional Egyptian game called Kahraba
Team Building Activity - Handkerchief Game	
Learning Objectives:	- Develop and demonstrate team coordination. - Foster rapid decision-making under pressure. - Encourage strategic execution and adaptability.
Duration:	5 mins explanation + 5 mins initial rounds + 15 mins activity rounds + 10 mins reflection = 30–35 mins total
Materials needed:	- One small handkerchief, scarf, flag, or any visible piece of cloth; This is the central object that players compete to grab and return to their line. - Chalk, cones, rope, or tape to mark two parallel lines 15 meters apart: These lines define team's safe territory and the playing boundaries. - Whistle for neutral caller/leader to signal start. - Scoreboard or flipchart to tally points after each round and keep track of the winning team. - Numbered Bibs or Stickers (optional, to easily identify players, especially if they are rotating roles). - Large room or open-air space suitable for running.
Preparation:	• Split the total group (20 participants) into two teams of 10 players each.

	• Draw two parallel lines 15 meters apart. These lines mark the starting point and safe territory for each team. • Each player on both teams is assigned a number from 1 to 10. • Designate a neutral caller/leader (non-player). This caller stands exactly in the middle of the two lines, holding the flag. Have both teams line up behind their respective territory lines, facing the center.
Description:	The game is played in rounds, with the objective being to score the handkerchief and return to the safe line without being tagged. 1. The neutral caller/leader stands in the middle and shouts a number (from 1 to 10). 2. Players with that number from each team run toward the center. 3. The two racing players compete to grab the flag first. 4. After each round, exchange 3 team members between the two teams. 5. Scoring: ○ The player who grabs the cloth run back to their team's line (safe territory). ○ The opposing player (who did not grab the cloth) attempts to tag him before reaching the line. 6. Points: ○ 1 Point: The team scores if their runner successfully carries the cloth back across their line without being tagged by the opponent. ○ 0 Points: If the player carrying the cloth is tagged by the opponent before reaching their line, no points are scored for the round.
Learn check/ Debriefing:	The trainer should ask for reflection: - What approach did your team take? - Was exchanging team members easy or challenging? - Did you decide to run immediately or wait for the opponent to make a move? - How did you decide who runs in each call? - How did the team communicate and adapt strategies?
Tips for the Trainer:	- Ensure all participants are actively involved; try to notice who engage less to catch the Handkerchief and ask about the reason for it in the reflection. - Make sure the rules are clear, especially about points and tagging. - Connect player movements with professional skills: communication, strategy and decision-making. - Encourage fair play and quick reflection after each round.
Handouts:	- No needed Handout.

References:	Inspired by traditional Egyptian school game Mandeeel , used to build teamwork and quick decision-making skills.
How to make it - Leadership Styles	
Learning Objectives:	The activity is designed for participants to • Develop a clear understanding of different leadership styles through experiential learning. • Experience how each leadership style influences group motivation, productivity, and communication. • Strengthen teamwork and empathy by reflecting on feelings, challenges, and outcomes resulting from different leadership behaviors. • Enable youth workers to identify leadership styles they naturally use and explore how to adapt them depending on the situation. • Encourage active listening and create space for team members' opinions. • Delegate tasks effectively and trust team members with responsibilities. • Make quick decisions and give clear, direct instructions. • Monitor progress, correct mistakes immediately.
Duration:	• 5 min – Explanation of activity and group formation • 10 min – Watching short DIY videos • 15 min – Round 1: Product Making under Leader A (first leadership style) • 15 min – Round 2: Product Making under Leader B (second leadership style) • 15 min – Group Reflection + Comparison of both rounds • 15 min – Trainer explanation of leadership styles + real-life application Total: 70–75 minutes
Materials needed:	• One table per team • Printed leadership style cards (Commander, Democratic, Delegator, Expert Pacer) • Laptop + projector for video watching • Materials for the products (according to the project assigned to each group): paper cups, markers, paper sheets, scissors, glue, strings, tapes, etc. • Flipchart or whiteboard for instructions and reflection questions • Pens, paper for note-taking

	• Timer/phone to manage timing
Preparation:	Before the activity: • Identify the 4 leadership styles you want to use (Commander / Democratic / Delegator / Expert Pacer). • Print a <i>Leader Briefing Handout</i> for each leader describing how to be their assigned style. • Select a simple product for the teams to recreate (see the links on Ca At the start of the session: • Divide participants into small groups, and each group will be asked to recreate a simple product. • Choose one participant per group to act as a Leader. • Give each Leader a leadership style card. Leaders will be assigned different leadership styles to act upon it in their groups. A handout will be provided each leader explaining his style so the leaders know how they will behave their groups accordingly. • Then, trainers should write clear instructions of the activities on the flipchart: 1. You must recreate a product ONLY following your leader's instructions. 2. You have 15 minutes per round. 3. You cannot search online, use external help, or communicate with other groups. 4. Focus on teamwork, communication, and following the leader's style. • For the reflection, the trainers should prepare questions that cover the leadership style, Communication, Team Feelings, and Results.
Description:	Round 1 – Leader A 1. Each group begins building Product 1 under the instructions of Leader A. 2. Leader A must strictly follow their assigned leadership style (e.g., Commander gives direct orders; Democratic asks for opinions; Delegator steps back; Expert Pacer gives precise step-by-step guidance). 3. Participants complete the product within 15 minutes. Leader Switch 4. Leaders rotate: Leader A leaves the group; Leader B joins (new person in each group) but their products stay. 5. Leader B receives a <i>different</i> leadership style card.

	Round 2 – Leader B 6. Groups build Product 2 under Leader B using the same rules. 7. The team again must work for 15 minutes, following the new leadership style. End of Activity 8. Both products remain on the table for comparison. 9. The trainer facilitates a structured reflection.
Learn check/ Debriefing:	Trainers should help participants reflect by bringing them all back again and asking them: - How did the leader's behavior (style) affect the team's atmosphere and performance? - What differences did you notice between the two rounds? - How effective was the leader's communication? What did it feel like to receive instructions/orders? - Did communication change depending on the leadership style? How? - How did you feel during the activity? Frustrated, motivated, ignored? When was the team most/least engaged? - Compare the two products/rounds. Which product turned out better? Was the style the reason? - Which leadership style would you prefer to work under? Why? - How can you adapt your leadership style when working with youth?
Tips for the Trainer:	- Keep the tone playful: Remind teams that the goal is not perfection of the product but understanding leadership dynamics. - Encourage leaders to stay fully “in character” even if it feels funny or unnatural: this contrast is where learning happens. - Walk around the groups quietly to observe communication patterns. - Reinforce that no style is “right” or “wrong”, it’s about context, adaptability, and respect. - If space allows, record short clips of the groups to show differences in dynamics later.
Handouts:	Handouts will be given to the leaders explaining different leadership styles and how they act in working environment. Each group will experience two different leadership styles: • The Commander: Lead with authority and control. • The Democratic: Involve everyone and build decisions together. • The Delegator: Give direction, then step back and let the team lead.



Co-funded by
the European Union

	• The Expert Pacer: Lead by example, show how it's done and set the standard. DIY videos: https://www.youtube.com/shorts/yowRPqw82zU https://www.youtube.com/shorts/pgxmPoVvj80 https://www.youtube.com/shorts/IPGzfic3yXY https://www.youtube.com/shorts/0X9b-KKl2Qo
References:	Inspired by other Activates such as Leadership Rotation and Marshmallow Challenge



Co-funded by
the European Union

JUVENTAS Training Format

MODULE 1

Conflict resolution & Team spirit

Core Values: Conflict Resolution, Empathy, Cooperation

Partner: Mediterranean Youth Hub Impact (MYHI)





Co-funded by
the European Union

Trainer's Role

This module aims to help youth workers and educators understand the dynamics of conflict and promote empathy, dialogue, and cooperative strategies to resolve disagreements within groups. The activities combine experiential learning, group reflection, and practical problem-solving.

Learning Objectives

- Develop empathy and listening skills in conflict situations.
- Recognize different communication styles and their impact.
- Practice negotiation and mediation strategies through experiential play.



Co-funded by
the European Union

Icebreaker Activity <i>“EL KOURA” – The Circle Ball Challenge</i>	
Learning Objectives:	• Activate group energy and create a positive atmosphere • Encourage quick cooperation and coordination • Introduce participants to teamwork through a traditional Moroccan game
Duration:	30 minutes
Materials needed:	• 1 soft ball • Marked circle on the floor
Preparation:	Draw a circle (3–4 meters radius). Participants stand around the circle.
Description:	Participants stand around a large circle. One person throws the ball into the air while calling another participant’s name. The named participant runs to catch the ball and then shouts “STOP!” Everyone freezes. The catcher can take three steps and tries to gently hit someone with the ball. The round continues with fast rotations, laughing, movement, and spontaneous teamwork.
Learn check/ Debriefing:	• How did participants react under pressure? • Which strategies emerged naturally? • How did quick communication improve team spirit?
Handouts:	Not needed.
References:	MYHI Cultural Heritage Storytelling Workshops (Marrakech, 2024).



Co-funded by
the European Union

Team building Activity <i>City Challenge</i>	
Learning Objectives:	• Strengthen teamwork and group coordination • Encourage creative problem solving and communication • Connect participants with civic values through interactive missions • Prepare the group for collaborative decision-making
Duration:	70 Minutes
Materials needed:	• 1 small object per team (starting item) • Mission List sheets • 1 phone per team for photos/videos
Preparation:	The trainer prepares a set of simple missions related to object trading and civic observation. Examples include: • Successfully trade your object for another object • Take a selfie with a local person • Take a creative group photo in a meaningful location • Record a short video message promoting teamwork or volunteering
Description:	Teams receive a simple starting object and a list of short urban-style missions (e.g., make a creative photo, exchange the object, identify community needs). Each team completes as many missions as possible within the time limit, using cooperation, creativity, and clear communication. After returning, teams present their final object, photos, and story.
Learn check/ Debriefing:	• How did the team coordinate under time limits? • What strategies helped complete missions? • How did interaction and cooperation support group cohesion?
Handouts:	small low-value object Mission List Map of the area
References:	Inspired by the Council of Europe's Training of Trainers materials and toolkit resources from the CoE Youth Portal.



Co-funded by
the European Union

Main Activity <i>SOUK NEGOTIATORS</i>	
Learning Objectives:	• Develop negotiation, communication and teamwork skills • Experience conflict resolution in a dynamic cultural scenario • Strengthen decision-making under pressure • Explore community interaction through a traditional marketplace metaphor
Duration:	60 minutes
Materials needed:	• Role cards (vendors, buyers, mediators, market chief) • Fake money/tokens • Small symbolic items or object cards
Preparation:	The trainer sets up the room like a small <i>souk</i> with 3–4 stalls. Participants receive private role cards as: • vendors • buyers • mediators • “market chief” Each role includes a secret objective to create natural negotiation dynamics.
Description:	Participants enter a simulated Moroccan souk where each group receives a specific role with hidden objectives. Vendors negotiate prices, buyers seek specific items, mediators manage tensions, and the market chief introduces unexpected changes. Teams must navigate negotiation challenges, limited resources, and occasional conflict, reaching agreements that benefit all sides.
Learn check/ Debriefing:	• What negotiation strategies emerged? • How were conflicts managed? • Which roles influenced the group dynamic the most? • How does this activity reflect real teamwork and communication challenges?
Handouts:	• Role Cards (vendors, buyers, mediators, market chief) • Twist Cards (unexpected market events) • Negotiation Sheets (prices, deals, conflicts) • Reflection Sheet (key debriefing questions) • Market Layout Map (simple setup overview)
References:	Inspired by experiential role-play approaches from the Council of Europe’s COMPASS manual and conflict-transformation models from T-Kit 12.



Co-funded by
the European Union

Annex 1: Materials and Handouts Module 1

Icebreaker Activity

Materials:

- 1 soft ball
- Rope or tape to mark a large circle on the floor

Fairness Statements (examples):

- Quick reaction helps teamwork emerge
- Freezing creates tension and collective focus
- Limited steps simulate pressure in decision-making
- Being “hit” symbolizes temporary conflict in groups
- Changing roles shows leadership rotation
- Non-verbal signals influence cooperation
- Avoiding the ball builds strategy and awareness
- Fair play affects group trust
- The circle creates equal starting conditions
- Movement increases group energy and bonding

Team Building Activity

Materials:

- Starting object for each team
- Mission Sheet (examples below)
- Phone for photos/videos

Mission Briefings

- Exchange your object for another one
- Make 3 creative team photos
- Take a photo representing “community need”
- Record a 5-second motivational message about volunteering
- Capture a moment of cooperation with another team
- Identify an area that could benefit from community action
- Create a symbolic pose showing “solidarity”
- Trade your object again for something more useful
- Document one positive interaction with a local person (if allowed)
- Return with your final object and story



Co-funded by
the European Union

Scoring Template: Example

- Each successful trade → 10 points
- Creative team photo → 5 points
- Photo of community need → 15 points
- Cooperation with another team → 10 points
- Motivational video → 10 points

Team Reflection Template:

1. What strategy did your team follow?
2. How did you manage time and communication?
3. Which mission was most challenging and why?
4. What moments demonstrated teamwork or leadership

Main Activity

Materials:

- Vendor, Buyer, Mediator, and Market Chief role cards
- Fake money / tokens
- Small objects or item cards
- Rope or tape to mark “market stalls”

Role Cards (examples):

Vendors:

- Spice Seller – must sell items at the highest price; hidden rivalry with another vendor
- Leather Artisan – aims to create alliances with buyers; calm and strategic
- Ceramic Merchant – must sell one damaged item without being noticed

Buyers:

- Festival Organizer – needs diverse items quickly; limited budget
- Family Buyer – wants affordable items; avoids conflict
- Tourist – seeks a unique item; dramatic negotiation style

Mediators:

- Intervene when conflicts escalate
- Encourage compromise
- Take notes on negotiation dynamics

Market Chief:

- Introduces rules and complications
- Ensures fair play
- Can change market conditions at any moment



Co-funded by
the European Union

Twist Cards (examples):

- New tax: all prices increase by 2 tokens.
- Rumor: some items may be counterfeit.
- Market closes in 3 minutes.
- Shortage: Vendor 2 cannot sell for 1 round.
- Community complaint: prices too high; negotiate discounts.

Negotiation Summary Template:

1. Items exchanged: _____
2. Prices agreed: _____
3. Conflicts observed: _____
4. How conflicts were solved: _____
5. Alliances formed: _____

Value & Reflection Prompts:

- What strategies helped you negotiate successfully?
- Did conflicts emerge? How were they resolved?
- Who influenced decisions inside the group and why?
- How did cultural elements of the souk affect interaction?
- Which teamwork skills were most important?



Co-funded by
the European Union

JUVENTAS Training Format

MODULE 2

VOLUNTEERING & CIVIC RESPONSIBILITY

Partner: Mediterranean Youth Hub Impact (MYHI)





Co-funded by
the European Union

Trainer's Role

The trainer guides participants through experiential activities connected to civic responsibility and volunteering. The aim is to help youth workers understand motivations, challenges, and leadership roles within volunteer teams. This module also empowers participants to design small-scale community actions using non-formal education tools.

Learning Objectives

Participants will:

- Understand core values underlying volunteer work (empathy, initiative, service)
- Increase motivation for civic participation
- Learn how to plan volunteer actions using realistic constraints
- Practice teamwork in community-oriented tasks
- Experience ethical dilemmas common in civic work
- Strengthen leadership and decision-making in social contexts



Co-funded by
the European Union

Icebreaker Activity <i>ACTION CHARADES – COMMUNITY EDITION</i>	
Learning Objectives:	• Activate group energy and create a positive atmosphere • Strengthen non-verbal communication and quick teamwork • Introduce key volunteering concepts in a playful way
Duration:	30 minutes
Materials needed:	• Set of Action Cards (volunteering-themed) • Timer
Preparation:	• Prepare a set of cards showing simple volunteering actions • Arrange an open space for movement • Explain basic rules before the first round
Description:	Participants take turns drawing a volunteering-action card (e.g., distributing food, cleaning a park, supporting a person in need). Without speaking, they mime the action while the group guesses. The activity runs in fast rotations to energize the group and promote quick cooperation.
Learn check/ Debriefing:	• How did you communicate without using words? • What helped your team guess faster? • Which actions reminded you of real volunteering situations?
Handouts:	• Action Card Set (15–20 cards with volunteering actions) • Variation Cards (“Fast Round”, “No Hands”, “Team Mime”) • Short debriefing sheet with 3 reflection questions
References:	Inspired by SALTO Toolbox ice-breaking methods and non-verbal communication techniques outlined in the Council of Europe’s COMPASS and T-Kit 4 manuals.



Co-funded by
the European Union

Team Building Activity <i>Build the Volunteering Symbol</i>	
Learning Objectives:	• Strengthen teamwork and collective decision-making • Stimulate creativity and symbolic thinking • Connect cooperation with the core values of volunteering • Prepare participants for deeper group work in the main activity
Duration:	60 minutes
Materials needed:	Each team receives the same kit: • Small sticks • Rope/string • Paper sheets • Tape • Stones • Plastic cups <i>(Any simple small items available can be used.)</i>
Preparation:	• Prepare identical material kits for each team • Assign working spaces (tables or floor areas) • Write a short explanation of the activity goal (build a symbol representing volunteering) • Explain the “silent phase” followed by the “speaking phase”



Co-funded by
the European Union

Description:	Teams must create a symbol or structure that represents volunteering in their community using only the materials provided. The activity has two phases: 1. Silent Phase (2 minutes): no talking allowed; teams must begin building using only gestures. 2. Communication Phase: teams may speak, refine their design, and complete the structure. At the end, each team briefly presents their symbol and explains its meaning and teamwork strategy.
Learn check/ Debriefing:	• How did your team cooperate during the silent phase? • What changed once communication was allowed? • What values did your symbol express about volunteering? • Did leadership roles emerge naturally?
Handouts:	• Building Prompt Sheet (symbol ideas & examples) • Team Presentation Template (name, meaning, teamwork insight) • Reflection Card (3–4 questions about cooperation & values)
References:	Inspired by team-building and non-verbal communication activities from the SALTO Toolbox.



Co-funded by
the European Union

Main Activity <i>Civic Quest</i>	
Learning Objectives:	• Strengthen ethical and civic decision-making • Practice teamwork and communication under pressure • Experience realistic volunteering dilemmas • Develop conflict resolution and prioritisation skills • Connect volunteer actions with community needs
Duration:	60 minutes
Materials needed:	• Station Cards (1–5 or 1–6) • Scenario Sheets • Team Decision Sheets • Role Badges (optional) • Flipchart paper + markers • Timer • Tape to mark station areas
Preparation:	• Prepare 4–6 stations around the room, each with a scenario and task • Print Decision Sheets for each team • Assign or rotate team roles (Leader, Mediator, Scribe, Time Keeper, Spokesperson) • Brief participants on rotation rules and time per station (8–10 min)
Description:	Teams rotate through several stations, each representing a real volunteering or civic challenge: 1. Resource Crisis – prioritize who to help when resources are not enough 2. Ethical Dilemma – donor pressure vs dignity of beneficiaries 3. Volunteer Conflict – mediate tension between team members 4. Community Feedback – respond to criticism and rebuild trust 5. Emergency Shift – adapt quickly to unexpected changes Teams discuss each scenario, take decisions collectively, and record them on the Decision Sheet.



Co-funded by
the European Union

	At the end, all teams present their key decisions and reasoning.
Learn check/ Debriefing:	• Which values guided your decisions at each station? • How did your team communicate under time pressure? • Which scenario felt most realistic or challenging? • How does this simulation reflect real volunteering work?
Handouts:	• Station Cards (Resource Crisis, Ethical Dilemma, Conflict, Feedback, Emergency) • Scenario Sheets (short versions for each station) • Team Decision Sheet (one per group) • Role Badges (optional) • Reflection Sheet (3–5 questions for debrief)
References:	Inspired by dilemma-based learning methods from the Council of Europe's COMPASS manual and by civic engagement elements from the Council of Europe manual 'Have Your Say!', on youth participation.



Co-funded by
the European Union

ANNEX 2: Materials and Handouts for Module 2

Icebreaker Activity

Materials:

- Set of Action Cards (volunteering-themed)
- Timer
- Space for movement

Action Cards (examples):

(Each card shows an action to be mimed without words)

- Helping an elderly person cross the street
- Cleaning a public park
- Distributing food to families
- Organizing a youth workshop
- Planting a tree
- Teaching a child to read
- Mediating an argument
- Preparing donation boxes
- Supporting a person with disability
- Encouraging someone who is sad

Game Rules:

- One participant picks a card secretly
- Must act the action without speaking
- Team guesses the action as fast as possible
- Rotate mimer each round
- Creativity is encouraged

Variation Cards (optional):

- “Fast Round” → mime in under 10 seconds
- “No Hands” → mime using only facial expression
- “Team Mime” → whole group acts together
- “Reverse Charades” → one person guesses while team mimes

Reflection Prompts:

- How did you communicate non-verbally?
- Which actions were easiest or hardest to interpret?
- How did teamwork help your group guess faster?
- What do these actions represent in real volunteering?



Co-funded by
the European Union

Team Building Activity

Materials:

Each team receives an identical small kit. Suggested items:

- Small sticks
- Rope or string
- Paper sheets
- Tape
- Stones
- Plastic cups
- Any simple available objects

(All teams must receive the same type and quantity of materials.)

Building Prompts (examples):

Teams must create a **symbol, shape, or small structure** that represents volunteering in their community.

Examples of symbolic themes:

- “Helping Hands”
- “Bridge Between People”
- “Tree of Support”
- “Circle of Solidarity”
- “Path of Responsibility”
- “Community Heart”
- “Tower of Cooperation”
- “Steps of Social Impact”
- “Network of Support”
- “Light of Civic Action”

Silent Phase Instructions:

(First 10 minutes – no speaking)

- Participants may only use gestures
- Must agree silently on a plan
- Must start constructing immediately
- Encourages non-verbal communication and observation



Co-funded by
the European Union

Speaking Phase Instructions:

(After 10 minutes – normal teamwork allowed)

- Teams openly discuss improvements
- They refine the structure
- Every member must participate
- They finalize their symbol within time limit

Presentation Template:

Each team briefly presents:

1. **Name of the symbol:** _____
2. **Meaning:** What does this symbol represent about volunteering?
3. **Teamwork Insight:** What helped your team collaborate?

Reflection Prompts:

- How did your team communicate without speaking?
- What changed once speaking was allowed?
- Did any natural leaders emerge?
- What values of volunteering does your symbol express?
- How does building something together reflect community action?



Co-funded by
the European Union

Main Activity

Materials:

- Printed Station Cards (1–5 or 1–6)
- Scenario Sheets
- Team Decision Sheets
- Role Badges (optional)
- Flipchart paper
- Markers
- Timer
- Tape to mark stations

Stations:

STATION 1 – Resource Crisis - Scenario:

Your volunteer team faces **more community needs than available resources**.

Needs Example:

- 10 families need food
- 5 elderly people need home visits
- 3 children need urgent medicine
- Only 4 volunteers available

Task:

Prioritize who to help first and explain why.

STATION 2 – Ethical Dilemma - Scenario:

A donor offers valuable support **only if** photos of beneficiaries are taken.
Beneficiaries say **they do not agree**.

Task:

Choose: Accept / Reject / Compromise.
Explain your ethical reasoning.

STATION 3 – Volunteer Team Conflict - Scenario:

Two volunteers argue:

- Volunteer A: “You ignore my ideas.”
- Volunteer B: “You complain and do nothing.”



Co-funded by
the European Union

Task:

Mediate the conflict using:

- Active listening
- Identifying needs
- Proposing a shared solution

STATION 4 – Community Feedback - Scenario:

The community expresses dissatisfaction:

- “You helped the easy cases.”
- “You never asked us what we need.”
- “Your project is not sustainable.”

Task:

Create a plan to rebuild trust and include community voices.

STATION 5 – Emergency Shift - Scenario:

An unexpected emergency changes everything.

Examples:

- New neighbourhood flooded
- Road blocked
- Volunteer injured

Task:

Redesign your priorities of station 1 in **3 minutes**.

Team Decision Sheet (Template)

Team Name: _____

Members: _____

Station 1 – Resource Crisis

Decision: _____

Reasoning: _____

Station 2 – Ethical Dilemma



Co-funded by
the European Union

Decision (A/R/C): _____

Reasoning: _____

Station 3 – Conflict

Solution: _____

Steps used: _____

Station 4 – Community Feedback

Improvement plan: _____

Station 5 – Emergency Shift

New priorities: _____

Why: _____

Reflection Prompts

- What values guided your decisions?
- How did your team communicate under pressure?
- Which dilemma was hardest and why?
- How does this simulate real volunteering work?
- What skills from this activity apply to community engagement?



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them